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ABSTRACT

A meeting was held in St. Lucia in September, 1980, at which representatives of Caribbean countries discussed the present state and future progress of adult education in the region. The meeting viewed adult education as a vital part of national and regional development. Meeting participants stressed the following four themes: (1) political changes that require adult education in order that the people may understand and be involved in the developmental process; (2) the continuing economic development of the countries and their growing industries; (3) the growing unrest of youth and the spread of new behavioral patterns, requiring new approaches to education; and (4) environmental conditions, especially natural disasters, which have increased the need for education for disaster preparedness at national and regional levels. Innovations in adult education noted in some of the countries included literacy education, pre-university academic courses, and technical and vocational training. Recommendations were made for the integration of adult education in the overall administrative structure of the countries, for needed legislation supporting adult education, for mutual assistance between the formal and nonformal systems of education, for administrative structures for adult education, for sound financing of adult education, for research into adult education needs and structures, for a research library and communication center, and for training for adult education teachers. (KC)

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New emphases for Adult Education in the Caribbean in the Eighties

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FINAL REPORT
ON
A MEETING OF EXPERTS FROM ADULT EDUCATION INSTITUTIONS IN THE CARIBBEAN

Sponsored by
the St. Lucia Government and Unesco
Regional Office for Education in
Latin America and the Caribbean

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CASTRIES, ST. LUCIA

NOVEMBER, 1980.

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A MEETING OF EXPERTS FROM ADULT EDUCATION INSTITUTIONS IN THE CARIBBEAN

(Castries, St. Lucia 1 — 6 September 1980)

Sponsored by

Government of St. Lucia

Unesco Regional Office for Education in Latin America and the Caribbean

FINAL REPORT

Report on A Meeting of Experts from Adult Education Institutions in the Caribbean

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A. Summary of Proceedings

1. Location and Purpose

This meeting was held in Castries, St. Lucia from September 1 to 6, 1980 at the invitation of the St. Lucia Government and with the co-operation of the United Nations Educational, Scientific and Cultural Organization (Unesco), Regional Education Office for Latin America and the Caribbean (OREALC).

The Objectives of the meeting were identified in the letters of invitation and were stated as follows :—

(i) to evaluate progress made in the sub-region since the 1977 meeting on this topic ;

(ii) to present, discuss and analyse innovation for development within the sub-region in the Adult Education field ;

(iii) to discuss the implication of the Declaration of Mexico (December 1979) to eliminate illiteracy in this century as it could be applied within the countries of the sub-region ;

(iv) to propose a plan for the systematic exchange of information and experience between institutions working in the various forms of Adult Education in the sub-region.

2. Participants

The following countries in the Caribbean were invited to nominate a participant to this meeting :— Antigua, Barbados, Dominica, Grenada, Guyana, Jamaica, St. Vincent, Suriname and Trinidad and Tobago. The host country, St. Lucia, was entitled to several places at observer status.

In addition, several organizations within the region were invited to participate as observers. These included the Caribbean Community Secretariat (CARICOM), Jamaica Movement for the Advancement of Literacy (JAMAL), Caribbean Regional Council for Adult Education (CARCAE), Adult Education Association of Barbados, Adult Education Association of Guyana, The Congress of Adult Education of Trinidad and Tobago and the USAID Regional Development Office for the Caribbean.

The list of participants is appended. (See Appendix No. 5).

3. Documentation

Each participant was asked to prepare a Country Report which would highlight developments and progress made since the previous regional gathering on Adult Education in 1977. In addition, reports were presented by the representatives of CARICOM and CARCAE.

Copies of the CARICOM Secretariat Report on the Seminar/Workshop on Adult Education held in Castries, St. Lucia, May 1977 were circulated at the meeting and used as a baseline document.

Mr. Samuel Small, Co-ordinator of the Extra Mural Department of the University of Guyana presented the Keynote Address, which was considered as the basic working document for the meeting.

4. Opening Session

The opening session was chaired by Mrs. Patricia Charles local co-ordinator of the meeting on behalf of the Government of St. Lucia. Brief addresses on behalf of Unesco and CARICOM were made by Dr. Donald Lemke, Regional Curriculum Advisor — OREALC, and Mr. William Mc. Donald, Chief, Education and Cultural Section, Division of Functional Co-operation, CARICOM Secretariat, respectively. (See Appendices Nos. 3 and 4). Mr. Leton Thomas, Permanant Secretary, Ministry of Education and Culture, addressed the gathering and declared the meeting open on behalf of the Government of St. Lucia. (See Appendix No. 2).

Mr. Small was introduced as the Keynote Addressee and Discussion Leader for the meeting. Following a coffee break, Mr. Small presented his address (Appendix No. 1) and discussion was initiated.

5. Working Sessions

The procedure for time-tabling the week-long meeting was determined by the participants within a flexible framework provided by the discussion leader and local co-ordinator for the first two days.

The group met in plenary on the first afternoon to discuss in detail points raised in the Keynote Address and to report briefly on country developments. The morning of the second day was devoted to full reports from each participating country.

In light of the natural disasters which had affected several countries within the preceding year (flood, volcanic eruption, Hurricanes David '79 and Allen '80) and the apparent need for better education for disaster preparedness, it was decided that a visit to an area affected by disaster could be most profitable. The St. Lucia Ministry of Education organized a tour of the village of Dennery and discussions with the Emergency Committee on the second afternoon. This village suffered extensive damage the previous month during Hurricane Allen. The meeting with the Village Committee proved most informative.

At the opening of the third morning's plenary session, a report of a Sub Committee on the Educational Implications of Disaster Preparedness was presented for incorporation in the final report. (See Appendix No. 6). The remainder of the morning was utilized to identify the main themes emerging from (1) the country reports, (2) the objectives of the meeting (3) discussions on the keynote address. Three working groups were established to develop the recommendations and draft respective sections of this final report.

The meeting continued in workshop with brief plenary sessions to share results until the fifth afternoon when a completed draft was presented to a plenary session for discussion and approval.

The final and sixth morning was devoted to revision, preparation of radio interviews and press releases.

B. The Caribbean Context

The meeting viewed adult education as a vital part of national and regional development.

6. Political

The meeting noted the multiplicity of changes at national and regional levels, all of which emphasize a crucial role for adult education if the people are to understand, appreciate and be effectively involved in the developmental process. These changes include the attainment of nationhood and political independence by many territories and movements towards this in others ; the changing of national governments both by traditional and non-traditional means ; the introduction of new ideologies and policies ; and the establishment of diplomatic and economic relations with countries in many parts of the world.

These political changes have resulted, both at national and regional levels, in the establishment of institutions and organizations to serve the developmental process, e.g. at the regional level, Caribbean Agricultural Research and Development Institute (CARDI), CARCAE, Caribbean Examination Council (CXC), and the Caribbean Meteorological Institute (CMI), and at the national level, worker participation, co-operative movements, literacy education and a number of advisory councils.

7. Economic

In the field of economic development the main goals are self-sufficiency and control as well as ownership of the natural resources. This has led, in some countries, to the nationalisation of industrial and commercial enterprises of traditional expatriate ownership.

The meeting acknowledged agriculture as fundamental to regional economies. Also noted were recent attempts to diversify agricultural practices and products, and the launching of agro-based industries requiring non-traditional technology.

The mushrooming of light industries was evident throughout the entire region, and tourism was recognized as a major contributor to the economy of many territories.

8. Socio-Cultural

The meeting did not fail to note the growing unrest among youth as evidenced by the spread of new behavioural patterns which have significant social and cultural implications.

New regional organizations such as the Theatre Information Exchange (TIE), the Commonwealth Caribbean Youth Training Programme and the Caribbean Football Union (CFU) have emerged during this period. Carifesta, (A Caribbean Festival of Arts) and an increasing number of cultural exchange programmes, particularly between the English and non-English speaking territories, illustrate new dimensions of socio-cultural development.

In Education, new approaches to comprehensive, technical and multi-lateral curricula ; innovative components such as work-study programmes ; the pressures brought on universities to make programmes more relevant to local needs ; and above all, the recent accent on person-based rather than subject-based learning, all contribute to a process of institutional change. Students councils, Parent-Teacher Associations and community-based school boards are gaining acceptance within educational systems. These positive measures are still few in view of the unprecendented numbers of young people inadequately qualified and unable to find employment.

9. Environmental

In many Caribbean countries interest is taken in the care and preservation of the environment. However, the meeting recognized the inimical effect on the environment of increased industrialization, the occurrence of natural disasters, and the inadequate attitudes and behaviours of the people, making education on wise use of the limited resources of the Caribbean, even more imperative. The destruction caused in many territories by natural phenomenon has emphasized the need for greater efforts in public education for disaster preparedness at national and regional level.

C. Innovations in Adult Education for National Development

The meeting expressed appreciation of the fact that certain innovative steps have been taken in some territories, and urged their expansion and intensification. Simultaneously, it was felt that since adult education programmes in the Caribbean context, embrace a broad spectrum of activity, innovative delivery systems should be devised — where not already in existence, to accomplish specific tasks and objectives.

10. Literacy Education

It was generally accepted that the approach to literacy should not merely be confined to efforts to help the illiterate to gain the skills of reading and writing, but rather to assist the illiterate in gaining knowledge and skills which can be used to improve his/her social and economic conditions.

Innovations

(1) The production of local literacy materials which are relevant to the needs and goals of the people of an area ;
(2) The integration of literacy courses with everyday-job-related activities ;
(3) The utilization of non-technical people in literacy teaching programmes.

Recommendations

(1) That mass literacy campaigns, which would mobilize volunteers to live with and teach others, be implemented ;
(2) That methodological changes be introduced in an effort to satisfy the needs of specific groups of people, for example, banana workers, fishermen, etc. ;
(3) That ' Distant Learning ' techniques be harnessed in order to produce programmes which would help people to learn in the absence of a teacher.

11. Pre-University Academic Courses

It was agreed that there is a need for the inclusion of a number of academic programmes (including components relevant to the development process) in the total adult education package, in order to upgrade the academic level of an increasing number of workers.

It was also duly acknowledged that modest initial steps in that direction have already been taken.

Innovation

The Ongoing External University Studies (The Challenge Exams) which are monitored and accredited by the Extra Mural Department of the University of the West Indies.

Recommendations

(1) That procedures be devised through CXC to facilitate out-of-school adults in the improvement of their academic qualifications ;
(2) That provision be made for the inclusion of a number of G.C.E. ' A ' Level courses in non-formal education systems ;
(3) That, although a number of adult education institutions have obtained recognition for certificates available by them, it would be useful if liaison between adult education institutions and employers/higher level institutions could take place to further extend this recognition ;
(4) That university accredited external studies (referred to above) be expanded.

12. Technical and Vocational Training

It was noted that serious efforts to diversify the traditionally academic school programmes at the secondary level, were only of recent origin, with the result that a significant percentage of the labour force — including a number of younger workers — did not, and still do not, enter the world of work with adequate and appropriate skills to satisfy the demands of the development thrust in the Region.

Innovation

The establishment of comprehensive and trade schools, geared towards technical/vocational type training, some of which also offer — on a less regularized basis— part-time courses for adults.

Recommendation

That a more concerted approach be made to the intensification of technical and vocational training programmes for adults on a full-time, day release and part-time basis.

D. Strategies and Structures

13. Integration of Adult Education

Bearing in mind the situation within the Caribbean context in 1980 in relation to the position in 1977,

recognizing the innovative efforts already initiated and cognizant of the directions for national and regional development perceived for the decade, it was unanimously agreed that adult education should be seen not only as an integral part of the formal education system, but as a central element in the total social, political and economical framework of the countries of the Caribbean. It should contribute to the successful achievement of the national goals relevant to agriculture, education, health, housing, rural and urban development, conservation of the environment, co-operatives and other aspects of economic and social development.

The overall goal for adult education is the improvement of the quality of life, both at the individual and group levels.

Recommendation

In order to make manifest the significance of adult education in national development, governments should consider formulating national goals for adult education which will take into account the views and needs of communities and individuals, and further that planning units on education, and economic and social development should include adult educationists.

14. Legislation

Adult education lacks legalised status. Some countries have given approval to the International Labour Organization (ILO) convention on paid education leave. In others, administrative directives give support to particular aspects of the work (i.e. worker participation, literacy, vocational training) and in a few, grants or subventions are provided for the organization and conduct of adult education programmes on a small scale. However, no country in the Caribbean has made legal provision for adult education as an integral part of the education process.

Recommendation

That adult education be incorporated into educational plans and that appropriate legislation should be enacted to place adult education on a firm legal basis, or in equal status with other branches of education.

15. Relationship with the Formal System of Education

It was noted that while adult education was given departmental status in some Ministries of Education, such recognition was marginal and programming very dependent on personnel, physical facilities and teaching materials provided for the formal system of education.

Recommendation

That a relationship of mutual assistance be fostered between the formal system of education and the non-formal system (adult education), and further that Ministries of Education should show recognition of adult education by establishing units with similar status as other aspects of education.

16. National Co-ordinating Units for Adult Education

The country papers revealed the great variety of agencies involved in adult education. While the formal system is wholly under the control of the Ministry of Education the latter involves several branches of central government (with education not necessarily the most significant), local government, ministries, agencies associated more directly with employment such as trade unions, business organizations and a number of voluntary organizations.

The meeting agreed to support the 1977 recommendation that each territory sets up a national co-ordinating body, but, the need for co-ordination at regional and local levels was also recognized.

Recommendation

That effective administration structures be established for adult education, extending from the local to national levels.

17. Finance

In general it was noted that the expenditure on adult education as provided by Ministries of Education is marginal. Without adequate funding adult education can be organized neither comprehensively nor efficiently.

It is essential, therefore, that governments should furnish financial support in a regularised manner and on a scale proportionate to identified needs. Little hard information is available about current financial arrangements, but it was noted that the expenditure on adult education was marginal when compared to the prior claims of the formal system. In order to accord some parity of treatment it may entail allocating to it a greater percentage of the national education budget. Since it is the practice of a number of ministries and government agencies other than the Ministry of Education to spend money on adult education, it is necessary to ensure some measure of inter-ministerial co-ordination.

Recommendation

That a formula be devised to ensure that adult education is soundly financed. This might necessitate allocating a fixed percentage of the national education budget.

18. Research and Statistical Information

The need for research and adequate statistical information for and about adult education was clearly identified. The meeting agreed that :— (i) there was need for the recruitment and training of specialists in research ; (ii) that the universities give priority to research problems in adult education, and (iii) that every teacher and practitioner has a role in understanding, using, and contributing to research through provision of basic data for sound planning. The meeting also stressed the need for looking at problems in a comparative way. International and regional organizations working in the field of adult education can be helpful in this regard. Assistance should be sought from Unesco and ICAE.

Recommendation

That a structure for research on a national and regional basis be established, linked appropriately with universities, departments and agencies concerned with adult education and effectively staffed and financed, and further that member states of CARICOM should develop regular statistical surveys of adult education activities along the lines proposed in the Unesco "Manual for the Collection of Adult Education Statistics".

19. Research Library

The importance of accumulating materials suitable for research and training in adult education was emphasized. The meeting recognized that the nucleus of a research library exists at the Extra Mural Studies Unit, University of the West Indies, St. Augustine, Trinidad and Tobago. This collection is being utilized by the Regional Training Programme.

Recommendation

That the St. Augustine based research library be assisted in developing further these resources and providing the library services necessary to adult education agencies throughout the region.

20. Communication Centre

The meeting recognized the need for the assembling and systematic exchange of information and experience between institutions working in the various forms of adult education in the region.

Recommendation

That a Communication Centre be established, preferably in a centrally located Less Developed Country, for the purpose of servicing adult education institutions in the region, and further that the assistance of Unesco be sought in securing funds for an initial three years.

As an interim measure the Caribbean Research Centre St. Lucia should be invited to house this Centre. Caribbean Research Centre St. Lucia is a non-governmental organization staffed by a professional adult educator.

21. Training

The success and effectiveness of all adult education programmes depend on the men and women who are responsible for planning, organizing and teaching, whether as administrators, supervisors, teachers, planners or committee members. The recruiting, training and retention of personnel is therefore a crucial task. The meeting noted the completion of the first cycle of a three-year Certificate Course* which now needs government support.

Recommendation

That provision of training programmes of varying types and duration, at different levels for the staff required should be organized and supported by Governments.

22. Recognition of CARCAE (Caribbean Regional Council of Adult Education)

The meeting noted with satisfaction the independent establishment of CARCAE in 1978 and recognition of this council by ICAE (The International Council for Adult Education) as the representative body for the entire Caribbean region. The meeting also commended CARCAE for the initiative shown in provision of a Certificate Course for teachers of adults through the Extra Mural Studies Unit, St. Augustine, and the encouragement given to the establishment of national associations (Congress of Adult Education of Trinidad and Tobago and The Adult Education Association of Barbados). The meeting expressed the hope that the Steering Committee which had directed CARCAE since its inception will be accorded constitutional status at a regional general assembly within the next calendar year.

Recommendation

That governments of the Region recognize and support CARCAE as the viable organization serving adult education in the Caribbean region, and further, that appropriate links with the CARICOM Secretariat be established to give evidence of this regional acceptance.

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* See Appendix 1 Keynote Address.

E. Summary of Recommendations

1. That governments should consider formulating **national goals for adult education** which will take into account the views and needs of communities and individuals, and further, that planning units on education, and economic and social development should include adult educationists ;
2. That adult education be incorporated into educational plans and that appropriate legislation be enacted to place adult education on a **firm legal basis,** or on equal status with other areas of education ;
3. That a relationship of **mutual assistance** be fostered between the formal system of education and the non-formal system (adult education), and further, that Ministries of Education should show recognition of adult education by establishing units with similar status as other aspects of education ;
4. That effective **administrative structures** be established for adult education, extending from the local to the national levels ;
5. That a formula be devised to ensure that adult education is soundly **financed,** possibly through allocation ot a fixed percentage of the national education budget ;
6. That a structure for **research** on a national and regional basis be established, linked appropriately with universities, departments and agencies concerned with adult education, and effectively staffed and financed, and further, that member states of CARICOM should develop regular statistical surveys of adult education activities along the lines proposed in the Unesco " Manual for the Collection of Adult Education Statistics ";
7. That the St. Augustine Research Library be assisted in developing further these resources and providing the **library services** necessary to adult education agencies throughout the region ;
8. That a **Communication Centre** be established for the purpose of servicing adult education institutions in the region, and further, that the assistance of Unesco be sought in securing funds for an initial three years, as an interim measure Caribbean Research Centre, St. Lucia, should be invited to house this centre ;
9. That provision of **training programmes** of varying types and duration, at different levels for the staff required, should be organized and supported by governments ;
10. That governments of the region **recognize and support CARCAE** as the visible organization serving adult education in the Caribbean region, and further, that appropriate links with the CARICOM Secretariat be established to give evidence of this regional acceptance;
11. That **mass literacy campaigns** be implemented using " distance learning " techniques where necessary, and attaining the traditional methodology utilized to satisfy the needs of specific groups of adults in a more appropriate manner ;
12. That **out-of-school adults** who wish to improve academic qualifications, should be facilitated through:
    (a) expansion of CXC to include non-school attendees;
    (b) an increase in the provision of 'A' Level subjects in the non-formal systems ;
    (c) expansion of the U.W.I. Challenge Examination Programme ;
    (d) and, recognition of certification achieved through the non-formal systems by employers and higher level institutions where appropriate ;
13. That a more concerted approach be made in the **intensification of technical and vocational training programmes** for adults on a full-time, part-time and day release basis.

F. Acknowledgements

The Meeting of Experts from Adult Education Institutions in the Caribbean wishes to acknowledge the assistance and support of :—

— Unesco for funds generously provided ;
— The Government of St. Lucia, through the Ministry of Education and Culture for organization, co-ordination, and hospitality ;
— Governments of the region for making it possible for participants to attend ;
— CARICOM Secretariat for the presence of the Chief, Educational and Cultural Section ;
— United States Agency for International Development (USAID) for the support given by the Education Officer ;
— Caribbean Council of Adult Education (CARCAE) for the experienced assistance of the Secretary General ;
— JAMAL Foundation for the contributions made by the Deputy Director.

Appendix No. 1

KEYNOTE ADDRESS

PRESENTED AT THE OPENING OF THE WORKSHOP

BY PROFESSOR SAMUEL SMALL

Director, Extra Mural Studies Department, University of Guyana

A. New Emphases for Adult Education in the Caribbean in the Eighties

The last seminar/workshop on Adult Education in the Caribbean was held in this beautiful island of St. Lucia under the auspices of the Caribbean Community Secretariat from 12th – 17th May, 1977 with financial support from the Commonwealth Fund for Technical Co-operation. The theme on that occasion was " Realities and Aspirations in the Commonwealth Caribbean in Continuing Education " and participants were drawn from fourteen (14) territories.

Today we acknowledge the initiative of the United Nations Educational, Scientific, and Cultural Organization and the Government of St. Lucia in sponsoring this follow-up Conference and their willingness to adopt, support and pursue the concerns of the original sponsors, the Caribbean Community Secretariat, which has not only maintained interest in developments in adult education in the intervening period but has endeavoured through briefs to persuade the Council of Ministers of Education of the region to provide further assistance for adult education. Their presentation will deal with their efforts in detail.

The theme " New Emphases for Adult Education in the Caribbean in the Eighties " is very relevant at this point in time especially since the last conference a number of Caribbean territories have gained nationhood, and no doubt by the end of the decade all the other territories will have achieved political independence. Recently, the economies of all the territories have been affected by the energy crisis and inflation, others by natural disasters and a variety of other factors. These circumstances have no doubt impeded implementation of the recommendations of the 1977 workshop/seminar, but they demand that we reconsider the role of adult and continuing education in the Caribbean in relation to recent changes of direction of development strategy, and prepare guidelines for the formation of national programmes which would identify adult and continuing education with the process of transformation of Caribbean society.

The World Bank recently stated that there have been changes in the definition of development itself during recent years. Questions of employment, environment, social equity, and, above all, participation in development by the less ' priviledged ' now share with simple ' growth ' in the definition of objectives of development toward which the effort of all parties is to be directed. These changes have their counterpart in the education sector. [1]

Change has not only affected the development of the Caribbean and the meaning of development since 1977, the term ' non-formal education ' has gained greater currency in relation to development and in order to provide some focus on the two terms, ' Continuing Education ' which was accepted by the participants of the workshop/seminar in 1977 and the term, ' Non-Formal Education ' I offer for your consideration that the meaning of the two terms can be viewed in the following way :

> " Continuing Education is the provision of learning experiences and activities, other than those provided in the formal education system, for persons who are participants in the process of society." [2]
>
> " Non-Formal Education : any organized learning activity outside the structure of the formal education system that is consciously arrived at meeting specific learning needs of particular sub-groups in the community — be they children, youth or adults." [3]

With the foregoing definition in mind the Workshop delineated the scope of Continuing Education in the context of the Caribbean and identified the categories of persons involved in its processes as Agricultural Extension Officers, Paramedics, Family Life Educators, Community Development Officers, Media Personnel etc.

A similar view was expressed in the 1979 report of the Commonwealth Conference on Non-Formal Education and gave greater detail. "The institutions and agencies involved in non-formal education are also wide-ranging. They include federal, state and local government departments and agencies bearing various development labels such as agriculture, health, labour and employment, social welfare, industry and education ; the political parties and their various cadres and organizations for youth, women, labour, etc., universities and colleges, banks and public sector firms, trade unions and a host of voluntary organizations. Non-formal learning thus reaches out to pre-school children, to school and college drop-outs, to illiterate adults, to the unemployed and under-employed ; to agricultural, farm, animal husbandry, fishery and forestry workers; to extension agents, health workers, family planning personnel, village-level workers and adult education instructors and supervisors; to management personnel at various levels; to factory workers and workers in unorganized sectors; and to the physically and mentally handicapped. In addition it encompasses a great variety of remedial recurrent and updating courses including those in universities and national science laboratories for scientists, engineers, technicians, and university alumni." [4]

I have restated those facts at length since it is absolutely necessary for us to reach certain areas of agreement quickly in order that we make adequate use of the short period at our disposal and avoid traversing ground already covered.

B. Developments in Adult Education in the Region Since 1977

1. Adult Education Projects

The most significant development in adult education in the region since 1977 was the introduction of the Three-Year Certificate Project for Teachers of Adults mounted by the Extra Mural Studies Unit, St. Augustine, Trinidad and Tobago for the Caribbean Regional Council for Adult Education (CARCAE) under the aegis of the International Council for Adult Education (ICAE).

Participants were named by selection panels in their respective territories and drawn from administrators, teachers in institutions of adult education, community development personnel, etc.

The entire course consists of nine subjects as follows :

Year One/Introductory Year 1978

1. Language Skills : Communication.....(30 contact hours)
2. Community Education and Development.....(30 contact hours)
3. Small Group Theory and Dynamics.....(30 contacthours)

OR Adult Education in the Caribbean Context.....(30 contact hours)

Year Two/Intermediate Year 1979

4. Adult Education and the Maturation Process.....(30 contact hours)
5. Research Methods in Adult Education.....(30 contact hours)
6. Family Life Education.....(30 contact hours)

OR Co-operatives and Labour Education.....(30 contact hours)

Year Three/Final Year 1980

7. Adult Education Methods and Techniques.....(30 contact hours)
8. Planning and Administration in Adult Education.....(30 contact h7urs)
9. Guidance and Counselling in Adult Education.....(30 contact hours)

OR Youth Leadership and Adult Education.....(30 contact hours)

In addition to the above subjects participants are required to prepare a minor intersessional term paper of a descriptive nature during the first intersessional period and a major intersessional paper based on some projects undertaken during the second intersessional period.

Summary Statistics for 1978/80

Territory	*No. of Participants*
Antigua	1 (not taken)
Barbados	3
Dominica	2
Grenada	2
Guyana	5
Montserrat	1
St. Kitts/Nevis/Anguilla	1
St. Lucia	2
St. Vincent	2
British Virgin Islands	1
Trinidad & Tobago	15
TOTAL	35 participants

It is worthy of note that the Department of Extra Mural Studies, University of Guyana, Turkeyen, is co-sponsor of the course and shares the cost of its operation. [5]

On 23rd August, 1980 the first 20 trained teachers of adults in the Caribbean, trained in the Caribbean and for the Caribbean, graduated from the first training programme organized at this level. It is hoped that funds will be available from another funding agency to begin the second cycle next year. However, I hope that this Conference will seize the opportunity to devise a well argued case to persuade Caribbean Governments to undertake this responsibility for training personnel in a vital area.

2. The Caribbean Regional Council for Adult Education (CARCAE)

The International Council for Adult Education, a non-governmental organization established in 1973 for providing a co-ordinating structure for the needs and development of adult education agreed to the establishment of a Caribbean Regional Council. The following were invited to form the nucleus of the interim Council : Esmond Ramesar, Senior Lecturer and Tutor Extra Mural Studies, University of the West Indies, St. Augustine, Trinidad and Tobago, Dr. Leonard Shorey, Senior Lecturer and Extra Mural Tutor, University of the West Indies, Cave Hill, Barbados ; Samuel A. Small, Co-ordinator, Department of Extra Mural Studies, University of Guyana, Turkeyen ; Mrs. Pat Charles, Resident Tutor, Department of Extra Mural Studies, University of the West Indies, St. Lucia ; and Newton L. Proffit, Adult Education Officer, Adult Education Association of Guyana. The first four members had already taken the initiative to present proposals and seek funding for the Training Project. Dr. Leonard Shorey was elected Chairman and and Esmond Ramesar Secretary.

CARCAE has supervised the Training Project and has taken initiative in urging the formation of national associations. As a result of its efforts the Adult Education Association of Barbados and the Congress of Adult Education of Trinidad and Tobago have been recently launched. It is hoped that graduates of the training project will be able to win the support of interested individuals, groups, agencies and officials of Ministries of Education and Community Development in their different territories to promote the establishment of other national associations.

3. The Caribbean Regional Training Project

Caribbean Community Secretariat has established a Caribbean Regional Training Project with the assistance of USAID. It is reported that the Secretariat has compliedl an inventory of the training capabilities in the region which can be utilised to mount tailor made seminars throughout the Caribbean.

The project envisages mounting a number of special focus seminars over the next three years. A special training officer has been recruited, and no doubt the Secretariat's report will provide more details.

4. The Mexico Declaration

It is significant that the 1979 Mexico Declaration [6] approved by the Regional Conference of Ministers of Education and those responsible for Economic Planning of Member States in Latin America and the Caribbean and organized by Unesco declared :

" That no country can extend its development beyond the stage reached by its education.

— That development is measured not merely by the goods or resources that a community can command, but essentially by the quality of the individuals who produce or use them.

— That education is an essential tool for the release of man's highest potential to create a more just and balanced society, and that political and economic independence cannot be fully attained unless the population is educated, has a firm grasp of reality and assumes responsibility, for its destiny.

— That there is an urgent need to intensify educational action as a necessary condition for the achievement of authentic development and to bring educational systems into line with the governing principles of social justice, so that they strengthen awareness, participation, solidarity and organising ability, especially among underprivileged groups.

— That the forging of adequate structural links between formal and non-formal education will make a major contribution to the achievement of development in the Region. "

C. Some Important Developmental Concerns for Adult Education Derived from Press Releases from Caribbean Community Secretariat

1. Proposals for Food and Nutrition Strategy for the Region

Improving the Nutritional status of the people of the Caribbean is regarded as one of the major development objectives of the eighties. However, it is realized that the successful achievement of this objective will necessitate major changes in the Caribbean way of life especially in respect of attitudes to agricultural and rural pursuits, patterns of consumption, the preference for goods and services provided from outside the Region, and prejudice against goods and services produced within the Region.

The implementation of such a plan has implications for education. In fact, education at child and adult levels had a very important role to play in laying a firm foundation and supporting the superstructure necessary for the achievement of the objectives of this plan.

I am aware that steps are being taken to devise an educational strategy in this regard and the role of non-formal education is being seriously considered. Such a strategy will undoubtedly include agricultural extension officers, community development officers home economists, farmers, livestock owners, family life educators, youth groups, teachers, community leaders, and communities generally. Adult and continuing education programmes would include activities such as agriculture food and nutrition, health science, technical and vocational training, cultural and literacy programmes etc. Public education must ensure public involvement.

2. Conference of Caricom Health Ministers

News Release No. 36/1980 reported the conclusions of the Sixth Conference of CARICOM Health Ministers held recently in St. George's, Grenada. Among the significant, recommendations of this conference are :

(a) The preparation by the University of the West Indies of a modular educational programme suitable for doctors resident in non-campus territories and based on their current extra mural facilities, and also to define and identify continuing education of doctors and other categories of health workers in the Commonwealth Caribbean Countries ;

(b) With reference to (i) the development of a Caribbean Food and Nutrition Strategy, the Ministers affirmed education and training as the cornerstones of the strategy and the fundamental role of community involvement in its implementation ;
(ii) Health and Youth : the Ministers recommended :—

— the promotion of family life education in and out of school ;
— the incorporation of drug education in schools with family life education and after-school programmes ;
— a lecture tour by Professor Michael Beaubrun in order to disseminate Knowledge of the problems of drug abuse ;
— measures to deal with sex-related problems including family planning, the continued education of teenage mothers, and information about sexually transmitted diseases. (iii) Disaster Preparedness :— a recommendation as regards examining the possibility of a project to be sited in the LDCs for regional work in disaster prevention, preparedness and relief. (iv) International Year of the Disabled. "The Conference decided to seize the opportunity offered by the United Nations Declaration in 1981 as the International Year of the Disabled, to develop programmes for the prevention of disability, rehabilitation and measures to help the disabled to develop their full potential and contribute usefully to their societies."

These are specific issues that must influence the focus of our future adult education programmes in the region.

D. Role of Adult Education in Relation to Recent Changes

It is crucial that in the eighties adult education should help the peoples of the Caribbean to understand what it means for a country to be independent. The broad mass of people must be mobilized to ensure that every citizen is equipped to make an effective contribution to national development. This is why adult/non-formal education at one end of the scale must focus on the illiterate or the under-schooled. At the other end, most governments today want the people of their countries to become more productive, eat nutritious food, get a basic education, have fewer children, and have better health. Some governments add to this litany of good wishes that people should also participate in their own developments, have control over their lives, maintain a sense of cultural identity and share in the other benefits of modern life.

The role of adult/non-formal education in these respects should enable people to understand the relationship of their lives to the environment. The adult educator as facilitator or change agent should develop the skills to help men and women at the village level and elsewhere to carry out roles as agents of change in their communities in such areas as health, nutrition, farming and family planning. Already in some Third World countries some of these people are barely literate, with little formal schooling, yet they are performing tasks formerly thought to require highly trained and skilled professionals. They are involved in promoting change — change in self and community perceptions, change in beliefs, change in people's roles. Essentially — in order to raise the standard of living and the quality of life and human dignity, particularly in rural areas — their work is educational, for example, helping villagers to articulate their needs, to use a new fertilizer, to get agriculture credit from a commercial bank or a credit union, to engage in income-generating activity or to protect and preserve a child's life.

Adult education programmes must address the tremendous problems of illiteracy in the Caribbean. However, Burke and Chiapetta (1977) found that productive economic activity may foster needs for literacy, but one does not always find that literacy fosters productive economic activity. [7]

M. Ahmed (1979) argues forcibly that literacy skill is not an end in itself and that the real concern is not that a large number of people in the world today cannot read and write, but the fact that the illiterate people do not have access to knowledge and skills that they can use to improve their own situation and that they are not participants in a process of self-sustaining and self-reliant development to change their present circumstances. Then the problem of illiteracy and continuing adult education need to be redefined realistically and the folklores about literacy abandoned. [8]

National development also demands that the whole question of functional literacy be examined. There is lack of literacy about economic processes, about the financial process, the lack of literacy about the political process, the lack of literacy about the arts, culture and the changes being brought by science and technology. Most important of all, a lack of sense of personal standards, of values, and responsibilities.

The march to independence and nationhood demands that all should participate in the life of the nation and the communities in which they reside. If the people are to share the burdens and responsibilities of nationhood they must be given the opportunity of learning what is expected of them.

Adult education has suffered throughout its history from verbal praises never matched by practical assistance. In general it has survived and sometimes flourished in spite of receiving meagre official support. Today, however, in the Caribbean if its true potential is to be achieved it should be accorded not only financial and moral support, but in addition it should be integrated into the national planning strategy for development.

Since the development of adult education has been identified as a priority area in the total development of education in the region what alternative strategies for implementation of national programmes should be devised and implemented.

Adult and continuing education should be included as in the case of schools and universities, in regional, and structural plans and national budgets. Continuing education should be treated as an investment rather than restricting itself to financial considerations based on incorrect information. Continuing education should be integrated by law with other parts of the education system.

The dominant *ad hoc* nature with which programmes are organized by a variety of agencies should be given structure. In principle all parts of the education system should be considered as having equal rights, even if their structures vary according to different tasks, and above all according to their target group.

Legislation should guarantee that underprivileged sections of the population (workers, farmers, women etc.) be included in the continuing education process. Nyerere reminds us that

> " people cannot be developed : they can only develop themselves. For while it is possible for an outsider to build a man's house, and outsider cannot give the man pride and self-confidence in himself as a human being. These things a man has to create in himself by his own decisions, by increasing his understanding of what he is doing and why ; by increasing his own knowledge and ability, and by his own full participation as an equal —in the life of the community he lives in. "

Since, on the long term, only an increase in the employment of full-time staff can ensure that adult education becomes a main component of the formal education system, legislation should be drawn up to fix the position of those involved in adult education. The teachers should have the same rights of job security, training and advanced training as other teachers in the formal system and the universities.

Employed persons and women desiring and needing further education should be given opportunities to pursue continuing education other than during their so-called free-time in the evening. Legislation should provide for educational vacations for employed persons and housewives.

Our universities should undertake research, teaching and greater participation at all levels in the continuing education process. In response to this position one often hears, for instance that this kind of activity diverts the university from its main business — and use of resources in this way must inevitably be detrimental to the primary function of teaching and research.

One should however acknowledge pioneering work of the Extra Mural Studies Unit, St. Augustine, Trinidad and Tobago, the Women and Development Unit of the Department of Extra Mural Studies, University of the West Indies, Cave Hill Campus, Barbados and the Department of Extra Mural Studies, University of Guyana.

Irvine replies to that criticism by urging —

> " that the strain on the University can be eased considerably by using the combined resources of the university and the community itself. This is the approach which we have adopted at the University of Guyana, and it has its underlying philosophy the goal of community self-reliance. As far as possible we draw upon the community for both human and physical resources in the implementation of programmes. " [9]

The mass media, for example, radio, television, should be enlisted in our thrust for action in continuing education. Because of the varied structures of television and radio stations, which usually are commercial or state-controlled, it is impossible to ensure that there is sufficient broadcast time available during those times when adults, and in particular employed persons, are able to follow educational programmes.

Apart from the introduction of new regulations to give this effect, consideration should be given either to the establishment of special educational radio and television stations or to a real recognition of relevant programmes in all broadcasting. Example, include programmes similar to those of the Open University and in some territories of specific needs, the application of distance learning techniques.

Consideration should be given to programmes for training and developing education and communication specialists in the use of mass media for purposes of continuing education and cultural development. Meanwhile a conference could determine the strategies for information and support networks with the mass media. Co-ordination of the variety of government and independent agencies responsible for continuing education in the various territories was recommended in 1977 and is essential to ensure the organic development of continuing education. However, some flexibility with regard to programmes and teaching methods should be permitted so that an organization would be in a position to react quickly to new problems arising in the course of national and social development.

This paper has been urging the need for the re-examination of concepts, the inclusion of new content, methods, delivery systems, proper financing and some legislation if continuing education is to achieve a closer interaction with national planning for development. Too many of the adults with the responsibility for developing and transforming Caribbean society have missed the chance of sound pupil education, and in any event, the primary and secondary schools cannot provide a life-long grounding in consciousness or skills, ability to act together or to take initiatives. Therefore national decision makers, planners, the employed, the unemployed, skilled and unskilled workers as well as the professionals are likely to pay increasing attention to continuing education and to demand it.

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Appendix No. 2

REMARKS AND FORMAL OPENING OF UNESCO SUB-REGIONAL ADULT EDUCATION MEETING

BY LETON F. THOMAS

Permanent Secretary, Ministry of Education and Culture, St. Lucia

Madam Chairperson, Mr. McDonald — Representative from CARICOM, Dr. Lemke — Unesco Representative, Professor Small — University of Guyana, Ladies and Gentlemen.

I wish to thank Mrs. Charles for her very generous references to me. Before I proceed with the task of declaring this seminar open, I must take time off to thank the local committee for making it possible for the seminar to take place. In this regard permit me to single out Mrs. Charles our Chairperson for her contribution in helping to plan and in co-ordinating this seminar. I think we in the Ministry have tended to take her contribution for granted. This has been due to the quality of collaboration that existed during her term of office as Resident Tutor — Extra Mural Department, U.W.I. She has been efficient and has given generously of her time and expertise. I wish on behalf of the Ministry to thank her publicly.

We are indeed happy to have Mr. McDonald from the CARICOM Secretariat present at this meeting. I recall at a meeting of Ministers of Education held in Guyana, the need for collaboration with Unesco to facilitate the funding of education programmes of the Secretariat was discussed. His presence here reflects this willingness on the part of CARICOM to assist actively in seminars designed to achieve some of the objectives of his organization's plans for education in the region.

I am pleased to recognize the presence of Dr. Lemke, the Unesco representative, and to thank him and his organization for making this seminar possible by providing the financial assistance necessary. In particular I am happy that he has been able to secure the services of so eminent a scholar and worker in the field as Professor Small.

I am happy to see an observer group of Peace Corps Volunteers who have just arrived to take up assignment in several fields. I recall with pleasure the very first group of volunteers to work in St. Lucia and the contribution of one of the members of that first group to Adult Education in St. Lucia.

To the participants from our sister territories, I wish to say how pleased we are to have you. Perhaps some of you may have entertained doubts about coming so soon after the ravages of Hurricane Allen. The fact that you have come is all the more appreciated and I am sure you will enjoy your work with us.

The first thing that strikes me about the present Seminar Workshop is the quick succession with which it follows the last seminar workshop on Adult Education which was held in 1977, in a region where conferences on Adult Education were held at wide intervals of time — for example : the first Caribbean Conference on Adult Education was held in 1965 in Jamaica, the second in the year 1970 in Guyana. The coming of the Unesco workshop on Adult Education soon after the CARICOM Secretariat"s workshop is an indication of the increasing realization of the importance of education for adults. Gradually, adult education is being acknowledged as one of the " Imperatives of our times " and is no longer being given marginal consideration by those who have to make provision for it. This however does not mean that adult education in this region is getting all the attention and consideration it deserves. Adult education still loses the fight when stringent national budget are being planned.

The second striking thing about this workshop is the fact that it is being held in the same venue as the 1977 CARICOM Secretariat Adult Education Workshop, and is hosted as was the last workshop by the St. Lucia Government through the Ministry of Education and

Culture. I would like to acknowledge this gesture as a tribute to the local Secretariat and Committee whose efficient handling of the logistics of the 1977 workshop contributed in no small measure to its success.

However, I think that there were other factors which influenced Unesco to hold this workshop here. I rather suspect that the choice was motivated by considerations such as the fact that the Ministry of Education and Culture just concluded a highly successful National Consultation Conference on Education ; that this Government is strongly committed to the promotion of adult education as witnessed by its thrust in agriculture, in community development and in educational and cultural development and specifically that its plans for the elimination of illiteracy were in a crucial stage of formulation.

It was considerations as these I suspect that prompted Dr. Lemke, the Unesco representative here present at this Conference, to request the Government of St. Lucia to host the present seminar. This seminar will, besides its stated objectives and outcomes, contribute tremendously to our efforts at promoting adult education in St. Lucia by assisting us further in stimulating and sustaining the interest aroused in adult education by the National Consultation Conference on Education, by complementing our efforts with additional ideas and strategies, and motivating more St. Lucians to participate in adult education. The presence of a large contingent of participants and observers from St. Lucia attests to our high expectations in this regard.

The organization of the present workshop at this time is also in keeping with the recommendations of the CARICOM Seminar on Adult Education held here in 1977. The present workshop is the concrete implementation of one of the following recommendations namely :

> " In formulating continuing education programmes, the following approaches might usefully be employed : Periodic surveys and regular interviews and consultations should be undertaken to ensure that programmes respond directly to felt needs. These activities should involve key personnel in local Government, industry and commerce, trade unions, social organizations and group of workers. "

Besides the new and growing awareness of the importance of adult education certain recent changes and developments in this Region invite us to take time out to examine their impact and implications, as well as the challenges they pose, so that we may be able to devise appropriate strategies to deal with these challenges.

It is true that the end of one decade usually brings forth intimations of developments in the years to follow, then the holding of this workshop is timely, coming as it does at the beginning of a new decade. If there was a time when the education of adults needed examination with regard to innovation and provision, now is the proper time to do so, for at this very point in time, many of our countries are at the beginning of many things, example, the beginning of independence, the beginning of a new term of Government.

Besides these new beginnings, economic and social problems, the population explosion, the depletion and shortage of certain commodities, the energy crisis, all invite profound thinking — thinking which should not be left to leaders alone but which should be the co-operative efforts of all adults if adequate solutions are to be found. These then are truly the times for the education of all adults.

This co-operative spirit is particularly desirable at this point in our history for Hurricane Allen has left us with the formidable task of reconstruction and restoration. It was indeed refreshing to watch the manifestation of that spirit as neighbours and friends helped victims of the hurricane in one way or another. The ravages of Hurricane Allen are conspicuous in Agriculture, Housing, in our school buildings and public buildings.

The nation has the increased burden of feeding and housing itself. In agriculture we must literally start from scratch. The Ministry of Agriculture which was off to a good start, now has to redouble its efforts to get things on the go again. Housing, a sector which was in need of much capital, now needs greater infusion of capital, for apart from trying to cope

with the shortage of housing, damaged and destroyed houses now have to be repaired and or replaced. Government now has the difficult task of trying to keep up its school building programme and explore every avenue of assistance to rebuild damaged and destroyed schools and to provide furniture, equipment and materials.

All these call for co-operation, solid thinking and planning, imagination and innovation.

The need for public participation and involvement, for co-operation between Government and people, is all the greater if we are to tackle the task of reconstruction successfully.

This then is the time for some real education of adults, to enable them to bring their lands back under cultivation, to teach them how to improvise, how to devise and contrive effective ways and means of coping, and changing rebuilding their communities and most of all finding themselves and having faith in themselves. We hope that this phase in our history will not last long but that we will be helped to move quickly from an emergency situation to a period of creative reconstruction.

The present government is committed to the eradication of illiteracy in St. Lucia. It is paradoxical that despite the fact that free primary education has been in existence in St. Lucia for very many years, despite the fact also that during the past three decades schools have been established in every part of St. Lucia, the rate of illiteracy here is still uncomfortably high. Illiteracy prevents our people from maximising their potential and utilizing resources. In this regard it restricts development.

Our task must be not only the elimination of illiteracy but also to prevent the situations that encourage illiteracy. Fortunately this is a Caribbean concern and in another forum which I attended I was pleased to hear of plans being proposed for tackling this problem.

We will have to learn how to motivate adults — both the non literate and the lapsed literates. In this regard we have the example and inspiration of some third world countries. Some of their strategies have proved to be highly effective. While we admire the strategies used in these countries to combat illiteracy, we must at the same time seriously take account of the politico-socio-linguistic factors prevailing here in our situation to inform and guide the direction of our thrusts and pilot ventures.

I know that your concern this week is broader than this. The concerns and activities of the participants will of necessity require a broader perspective. I sincerely hope that in a consideration of the wide range of activities which fall under the heading of adult or continuing education, the problems of co-ordination will be highlighted. It may be that models or paradigms of co-ordination which would tend to make the whole Adult Education effort capable of greater impact can be explored at this seminar.

Madam Chairman, Ladies and Gentlemen, I am sure you will forgive me if I have strayed off the point somewhat. This is due to our pre-occupation with our problems at this time. I wish on behalf of the Government and people of St. Lucia to extend to you all participants, consultants and friends, a warm welcome to St. Lucia.

Although Hurricane Allen has inflicted considerable damage on this country, yet it has not destroyed our spirit or the warmth, hospitality and good humour for which we are noted. We shall do our best to ensure that you enjoy your stay and attain the objective of your seminar.

With these remarks I have pleasure in declaring your seminar open and in wishing you a very fruitful and stimulating week of activity.

Appendix No. 3

REMARKS AT OPENING SESSION

ON MONDAY, 1st SEPTEMBER, 1980

BY DR. DONALD LEMKE

Regional Curriculum Advisor, Unesco Education Officer for Latin America and the Caribbean, Santiago, Chile

In the name of the Director General of Unesco and as representative of Unesco's Regional Education Office for Latin America and the Caribbean, I would like to express a warm welcome to the participants in this meeting, and also those that are attending this opening session.

Perhaps the first thing that needs to be said or done is to congratulate the Government of St. Lucia on this undertaking in spite of the recent disaster that has happened here. We did not know a few weeks ago whether or not they would be able to continue a meeting of this importance and of this kind of transcendency at a moment when so many other things had taken priority. I think that the organizers of the meeting — the Ministry of Education and Culture in particular — should be congratulated for their courage in carrying forth a meeting of this stature under such trying conditions.

One might ask what is the Unesco interest in adult education, or continuing education or literacy programmes. That interest is well established on a world wide basis. There has been a number of Government actions supported by Unesco that have been undertaken in the world, and during the next few days, we will be perhaps using some of these as ideas or as examples.

The most recent efforts in the Latin American region in the adult education area, particularly the literacy area, have been in Brazil and in Nicaragua. These in themselves are interesting experiments in countries that have situations quite distinct but problems quite similar to those that face the countries in the Caribbean area.

In Brazil, a country with more than half the population of this entire region, the illiteracy problem was a tremendous impediment that blocked almost all movement towards development. They decided in setting up and funding a large organization, to confront this issue. This organization has been operant since 1967 under the title of MOBRAL and its functions and actions perhaps will be discussed at another point. It has achieved tremendous results in a country with an extremely high illiteracy rate.

The other and more current example that we might look at is in Nicaragua, a country that has just recently changed governments. The problem which the new government faced was extremely complicated because of an economic situation that is well known to all of us. The question of how to confront that situation led them to put education at the forefront of development. They said that until we have a population that is literate it is very difficult to talk about economic or social reconstruction in the country. This led them to a five month literacy crusade that finished this weekend, in an effort to try to teach half of the population of the country to read and write. To do this they had to mobilize over 150,000 teachers and young people from the secondary and university level and move them to the countryside to live and work with the illiterate farmer or worker.

I mention these as examples of adult education programmes in which Unesco has been involved. In this same sense Unesco's interest in this meeting is *supportative*. We are not trying to put into the Caribbean area, ideas that would be foreign to the natural developmental structure and developmental needs of the region. We see ourselves as *facilitators*, as an organization that can help organize meetings of this type, where high-level experts can freely deliberate and present technical solutions to the problems they face. We would hope also that we might be involved in the follow-up activities that the seminar develops in this same manner.

The future of the development of adult or continuing education in the Caribbean region is of extreme interest to us. In the last two months, for example, a Unesco expert has been named for the Latin American and Caribbean area in adult education, the first since 1974. This is an indication of a new impetus, a new push, resulting from the Declaration of Mexico being given to adult education in the entire region. In addition, there is in the process of being formulated a major regional project. The fundamental component of that project will likely be a Continuing Educational Programme. We will be talking perhaps more about this as the item in relation to the Declaration of Mexico is further developed.

Let me say in concluding that Unesco and especially the Regional Office in Santiago, Chile, is extremely interested in the process of this meeting and the follow-up actions. We, as a technical unit will be reading carefully the recommendations which come out of the meeting and working with Governments, with CARICOM and with private agencies in their development.

Once again, let me on behalf of Unesco welcome you and hope that the deliberations undertaken during the course of this week as well as your after-thought will be fruitful in the development of a continuing movement toward the improvement of adult education in the Caribbean.

Thank you.

Appendix No. 4

REMARKS AT OPENING SESSION

ON MONDAY, 1st SEPTEMBER, 1980

BY MR. W. McDONALD

Chief, Education and Cultural Section — Division of Functional Co-operation
Caribbean Community Secretariat

Madam Chairman, Dr. Lemke, Participants and Observers, Ladies and Gentlemen,

I speak here as the representative of the Caribbean Community Secretariat which regards adult education as an important aspect of its total responsibility for promoting co-operation in education in the region. I am certain that the Secretary-General himself would have liked to be present at this exercise. Because of other pressing duties, however, he is forced to be in another place. Nevertheless, he wishes that the deliberations will be stimulating and productive. I wish to bring to this meeting also, greetings from Mr. Archibald Moore who participated in the 1977 Seminar/Workshop in Adult Education here in St. Lucia. Mr. Moore is now Director of the Division of Functional Co-operation in the Secretariat and he too is otherwise occupied with the increased responsibilities of his new office. However, he remains keenly interested in the Adult Education Project in which he has been involved from the beginning.

The Caribbean Community Secretariat is now involved in an effort to secure financial and other assistance for the next stage of its Adult Education Project. At this stage the particular objective is to encourage the establishment of National Councils for Adult Education in the Member States and a Regional Advisory Council, in order to co-ordinate efforts in this aspect of education in the region. With the assistance from an international donor organization, the Commonwealth Fund for Technical Co-operation (CFTC), the Secretariat will shortly have the services of an expert in Adult Education who will advise on the establishment and early operations of these agencies. It is heartening to note that national bodies aimed at co-ordinating work in Adult Education, avoiding duplication and making the best use of limited resources have been established in a number of territories in the region, namely : Trinidad and Tobago, Barbados and St. Lucia. It is hoped that before long National Bodies will be established in all Member Countries.

The Caribbean Community Secretariat is also involved, with representatives of the Regional Universities and other interested Organizations, in drafting a Food and Nutrition Strategy for the Caribbean. Basically, the strategy is an enlargement of the Regional Food Plan which was designed to increase agricultural production, generating additional occupational opportunities in the process, and reducing imports of food from outside the region thereby saving scarce foreign exchange. But the strategy in addition aims at disseminating information about the nutritional value of indigenous foods and improving consumption patterns, promoting greater utilization of Caribbean foods, and improving the nutritional and health status of the region. It is expected that these in turn will lead to increased productivity and production, and ultimately to an improved quality of life in the region.

If such a strategy is to be formulated and successfully implemented, there will be need for training in a variety of fields to prepare the personnel who would provide for the necessary support. There will be need for persons to be trained in the fields of agriculture, business, health, education and information to produce and market indigenous foods, to educate the population about the selection and use of these foods, to remove built-in prejudices against articles produced in the region and to transmit all these messages to those concerned. Surely all this has serious implications for Adult Education Programming in the region. New strategies will have to be devised and innovative programmes will have to be included in

the adult education offering at the national and regional levels. I believe that these issues will surface at this meeting and I will try to introduce into the deliberations the experiences and the ideas which I took away from the exercise on the Food and Nutrition Strategy.

This meeting is, in a sense, a follow-up to the 1977 Seminar/Workshop in St. Lucia which set out guidelines for National and Regional Programmes in Adult Education in the Caribbean. In the week ahead it is expected that we will review developments in Adult Education since 1977, and in the light of these developments draw up new proposals which may be place before Governments for implementation.

One of the major achievements since 1977 is the successful completion of the training course for adult educators, run for the Caribbean Regional Council for Adult Education (CARCAE) by the Extra Mural Department of the University of the West Indies, St. Augustine campus, Trinidad and Tobago.

In October 1979, at the Third Meeting of the Standing Committee of Ministers responsible for Education, the Secretariat put before the Ministers a request for additional financial support for adult education programmes in general and in particular for the CARCAE Training Course. The Ministers were generally kindly disposed to providing the necessary support but requested of the Secretariat a clearer statement about the particular objectives, needs, and strategies in adult education programmes in the region at that point in time. In other words, the Secretariat was asked to convene a meeting of colleagues from the Universities and other institutions responsible for, and interested in adult education, to draft new plans for presentation before the Ministers when they meet again in 1981.

It is my hope that the new statement that will emerge from this Meeting will present the kind of picture of adult education requested by the Ministers. I hope that the new proposals emanating from this meeting will prove attractive to Governments, that the additional financing requested will be provided and that adult education will be firmly established as an integral part of the total education provision in the Caribbean.

Appendix No. 5

List of Participants

Country	*Participant*	*Position*	*Address*
Antigua	Mr. Rawdon Edwards	Head Advanced Level Department, Antigua State College	St. John's Antigua
Barbados	Mr. Stanley Medford	Senior Education Officer Tertiary Division, Ministry of Education and Culture	Bridgetown Barbados
Dominica	Mrs. Dora Joseph	Teacher — Centre for Adult Education and Audio Visual Service, Ministry of Education and Health	Government Headquarters Roseau Dominica
Guyana	Mr. Newton Profitt	Adult Education Officer	P.O. Box 832 Georgetown
Jamaica	Mrs. Avery Davis	Co-ordinator Continuing Education Ministry of Education and Culture	2 Caenwood Road Kingston 5 Jamaica
St. Vincent	Mr. Leroy Mulraine	Education Officer	Kingstown Park St. Vincent
St. Lucia	Mr. Clifton Huntley	Education Officer (Adult) Ministry of Education & Culture	Castries
Trinidad and Tobago	Mr. Esmond Ramesar	Tutor, UWI Extra Mural President, Congress of Adult Education of Trinidad and Tobago Secretary-General, CARCAE	St. Augustine Trinidad and Tobago
Observers			
CARICOM	Mr. William McDonald	Chief, Education and Cultural Section — Division of Functional Co-operation Caribbean Community Secretariat	Georgetown Guyana
Jamaica	Mr. Eric Brown	Deputy Director Jamal Foundation	47B Camp Road Kingston 4 Jamaica
USAID	Dr. Harold Freeman	Human Resource Development Officer Agency for International Development	Bridgetown Barbados

St. Lucia	Miss Beryl Carasco	Teacher (Secondary) Co-ordinator Research Project for ICAE on " Women and Adult Education "	Cooper's Road Castries
	Mr. Petrus Compton	Teacher — Castries Comprehensive Secondary School	P.O. Box 514 Castries
	Mr. Walter Francois	Teacher — Member Caribbean Union of Teachers	Wingsville Soufriere
	Mr. Kennedy Samuel	Teacher — Vieux-Fort Senior Secondary	P.O. Box 514 Castries

Organizing Committee

Unesco	Dr. Donald Lemke	Regional Curriculum Advisor, Unesco Regional Office for Education in Latin America and the Caribbean	Casilla 3187 Santiago Chile
Guyana	Prof. Samuel Small	Co-ordinator Department of Extra Mural Studies	University of Guyana P.O. Box 841
St. Lucia	Mrs. Patricia Charles	Executive Secretary Caribbean Research Centre Member CARCAE	P.O. Box 525 Castries

Secretariat Staff

Full-time	Miss Beatrice McDonald Miss Priscilla Felix
Part-time	Miss Beatrice Titley Mrs. Olive J. Francois

Appendix No. 6

REPORT ON DISASTER PREPAREDNESS

The experience of recent years in the Caribbean region has caused disaster preparedness to become a matter of great concern to all territories. The apparent inevitability of these recurrences demands that the problem be addressed by educators and administrators at the two levels of pre and post disaster activities.

In so far as recommendations for pre-disaster activities are concerned, the following were specified :

- that local committees be organized along non-partisan lines ;
- that the chief functions of these committees should be :
  (a) the foundation and implementation of strategies regarding the proper storage of food and medical supplies at strategic points ;
  (b) the designation and publicity of shelters ;
  (c) the co-ordination of appropriate agencies ; and
  (d) massive education programmes, of an ongoing nature, designed to educate the broad mass of the population about disaster preparedness ;
- that a regional body be established to co-ordinate extra-regional assistance and channel it into the affected area ;
- that the feasibility of establishing a regional food reserve be examined ;
- that territories be cognizant of the International Agencies willing to offer assistance ;
- that the mass media be utilized to greater effect as a vehicle for dissemination of information ;
- that building codes be enacted and enforced.

Post-Disaster Activities of an educational nature can be prepared in advanced and utilized as needed. These include specific directives for safe sources and uses of water, preventative health measures, sources and preparation of food, recommendations for construction of temporary shelter and repairs of permanent housing, directions to agencies or sources of particular relief measures, general guideline and counselling of the population in order to encourage community leadership and an *esprit d' corps*.

Appendix No. 7

THE CARIBBEAN REGIONAL COUNCIL FOR ADULT EDUCATION (CARCAE)

1. Introductory Remarks

It appears that CARCAE was formed by the confluence of two separate and independent set of circumstances, viz. :

(a) those originating through the International Council for Adult Education (ICAE); and
(b) the recommendation of the Seminar/Workshop on Adult Education sponsored by Caribbean Community Secretariat (CARICOM) in 1977.

2. International Council for Adult Education (ICAE)

At the 1976 General Assembly of ICAE held in Dar es Salaam, the point was made that the Caribbean — and more specifically, the English-speaking Caribbean — when included with the Latin American region, was at a disadvantage because of its cultural history and size. The suggestion was accepted that discussion should take place with the view of giving consideration to the establishment of the English-speaking Caribbean as a sub-region within the Latin American region.

3. The Caricom Seminar/Workshop 1977

One of the recommendations of the 1977 Caricom Seminar/Workshop on Adult Education held in St. Lucia in 1977, was that a Regional Commission for Adult Education should be established to co-ordinate adult education activities within the region. This recommendation was accepted by the Standing Committee of Ministers of Education at its meeting in 1978.

4. ICAE Executive Meeting (1977)

At the 1977 ICAE Executive meeting held in Delhi, discussion on the Dar es Salaam suggestion of the English-speaking Caribbean as a sub-region led to general concensus that something should be done, bearing in mind the peculiar circumstances of the English-speaking Caribbean.

5. Meeting in Toronto (1977)

Following attendance at the U.S. Adult Education Association Assembly in 1977 in Detroit, and bearing in mind the discussions which had taken place at the 1977 ICAE Executive Meeting at Delhi, Leonard Shorey, Samuel Small and Esmond Ramesar were invited to the ICAE headquarters in Toronto to discuss Caribbean developments in adult education.

It was reported to the ICAE Secretary-General — J. Roby-Kidd — that the CARICOM Conference on Adult Education (1977) made among others two significant recommendations, viz. :

(a) that a Regional Commission for Adult Education should be established ; and
(b) that the training of teachers of adults within the region should be viewed as a matter of priority.

The ICAE immediately through its Secretary-General, agreed and took the initiative by setting-up an interim council, i.e., the Caribbean Regional Council for Adult Education (CARCAE) to oversee the promotion of :

1. the formation of national or territorial organizations/associations on adult education;
2. a permanent Regional Council for Adult Education by the holding of a General Assembly of the Regional Council as early as possible ;
3. the drafting of constitution for the Regional Council ;
4. the representation of CARCAE at regional and international meetings ; and
5. the mounting of a training project for teachers of adults.

With reference to the mounting of a training project for teachers of adults, the ICAE agreed to provide Can. $10,000 for each year of the first cycle of training, as a tangible support of its concern.

6. ICAE Executive Meeting (1978)

At the 1978 Executive Meeting of ICAE held in San José, Costa Rica, the decision was firstly taken to recognize the Caribbean region, not as a sub-region, but as a region in its own right to represent the non-Spanish speaking Caribbean, i.e., English-speaking, Dutch-speaking and French-speaking Caribbean.

As a result, the Caribbean Regional Council was officially recognized.

7. The Members of the Council 1978

At a meeting held in 1978 at the University of the West Indies, St. Augustine campus, Trinidad and Tobago, the following designations were made from among the members :

Leonard Shorey	(Barbados)	— Chairman
Esmond Ramesar	(Trinidad and Tobago)	— Secretary
Louis Profitt	(AEA of Guyana)	
Patricia Charles	(St. Lucia)	
Samuel Small	(Univ. of Guyana)	

The Secretary was authorized to act as Executive Director on behalf of the Council.

8. ICAE General Assembly/Executive Meeting (1979)

In 1979, in Helsinki under the new constitution of ICAE, the non-Spanish speaking Caribbean was given recognition as a region in its own right by the election of Kurleigh King (Secretary-General of CARICOM) as a Vice President from the non-Spanish speaking Caribbean, and Esmond Ramesar a member of the Executive of ICAE, representing CARCAE.

9. Activities of CARCAE

1. Hosting of visitors (adult education) from Australia, Guyana, Fiji, Kenya, Tanzania, Zambia, to witness the commencement of the Three-Year Certificate Course for Teachers of Adults.
2. Initiation and completion of the Three-Year Certificate Course for Teachers of Adults through grants from ICAE.
3. Promoting the formation of additional adult education associations. Associations of Barbados (AEAB), the Congress of Adult Education of Trinidad and Tobago (CAETT), and the imminent launching of the St. Lucia Association for Continuing Education (SLACE).
4. Representation of CARCAE at the 1980 ICAE Executive Meeting in Washington.
5. Actively pursuing the calling of a General Assembly in 1981 and 1922.